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ABSTRACT

This study examined the perceptions of college students at Boise State University (Idaho) regarding advising, especially at the junior and senior levels where advising is a departmental responsibility. Students in upper and lower division courses completed a survey examining their perceptions of adviser characteristics, problems with their advisers, and how often they met with their advisers. Data indicated that only 13 percent of upper division students lacked advisers; most student advisers were faculty. The main reasons offered for students not having advisers were: (1) students' feeling that they could advise themselves, and (2) never having one assigned. Most students saw their advisers regularly and were pleased with the relationship. About 80 percent felt the current advising system adequately met their needs. The main problems perceived were advisers' lack of knowledge, unwillingness to help, and lack of accessibility to advisers (generally due to time constraints). Students with faculty advisers were more pleased than students who had non-faculty advisers (who were fellow students). Three appendixes comprise the bulk of the report: the spring 1999 Student Advising Survey; 16 data tables; and a classified list, by class level, of student responses to the question "What is the biggest problem with the present advising system?" (SM)

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ED 443 338

An Evaluation of Advising Programs

Research Report 2000 - 02

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Boise State University
March 2000

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An Evaluation of Advising Programs

Abstract

The main purpose of this study was to gain insight into students' perceptions of advising, especially at the junior and senior levels when advising is a departmental responsibility, and to provide departments with feedback which could be used to evaluate advising programs at the departmental level. This study reports the university results; departments can use this report to compare to their departmental results distributed in Fall, 1999.

The study was a first step in a broader initiative with the purpose of better evaluating advising at Boise State. The initiative arose from a broad study of the advising process. A recommendation on advising from the Northwest Association reinforced the need to attend to advising processes at the university.

Among the findings:

- When the focus of the study is on upper division students, fewer say they do not have an advisor. Only 13% said they currently lacked an advisor compared to 29% in a prior study of mainly freshman and sophomores. Almost three-fourths said faculty were their advisors.

- For students without advisors, the main reasons given for not having one were that they felt they could do it themselves (75% selected this reason) and that they had never been assigned one (70% selected this reason).

- Most students said they see their advisors regularly.

- About 80% thought the current advising system either adequately or more than adequately met their needs.

- When asked to name the biggest problem with the current advising system, students were most likely to indicate (1) their advisors lacked knowledge or were otherwise unable or

unwilling to help them with advising issues, or (2) they lacked accessibility to their advisors, mainly due to time constraints.

- Students were most pleased with the relationships they had with their advisors and how they were treated during an advising session.

- Students were least likely to agree that their advisors helped them explore careers in their field of interest (52% agreement) and that they had knowledge about courses outside their major (54% agreement).

- Students who had faculty as advisors were more pleased with advising than students who had other advisors. No other differences could be found. These included differences based on transfer status, full- vs. part-time enrollment, classification, and campus location (Boise versus Canyon County).

An Evaluation of Advising Programs

Introduction

Advising is a critical university function that can be difficult to handle, especially at larger institutions with multiple missions. Boise State University has been explicitly grappling with advising for several years now. In particular, as part of a "re-engineering" of a number of processes at the University, advising was studied by a diverse group of faculty and staff who then issued a series of recommendations. These became initiatives which were addressed in the past year. One of these initiatives was to better evaluate advising. Toward this end, a survey of advising at the program level was developed and implemented during the spring term of 1999.

The belief that advising needed review and evaluation was reinforced in the fall of 1999 when Boise State had its site visit for reaccreditation by the Northwest Association of Schools and Colleges. One of the recommendations issued by the committee was that further attention needed to be paid to advising. The process is timely, then, for addressing the advising recommendation and reporting to the Northwest Association on the progress that has been made.

Purpose of the Study

The overriding purpose of this study was to gain insight into students' perceptions of advising, especially at the junior and senior levels when advising was a departmental responsibility, and to provide departments with feedback on these perceptions. Therefore, survey results were summarized by department and returned to the advising coordinator for participating departments in the Fall of 1999. This report offers a university-wide view to which departments can compare their own results.

Another reason for the survey was to gain better insight into whether students at the Canyon County site had perceptions of advising that were similar to their Boise campus peers. In addition, comparisons were made based on classification, transfer status, full- vs. part-time enrollment, and type of advisor.

A final reason for the survey was to gather better information on why students didn't have advisors. A prior study of advising at Boise State found that approximately one-third of students didn't have an advisor (Belcheir, 1998), so this survey included questions that asked why.

Methodology

The survey used in this study was developed by a small group whose members included Darlene Travis (Radiology), Dick Payne (Economics), Eric Landrum (Psychology), Sherm Button (Kinesiology), Bob Hamilton (Civil Engineering), and Marcia Belcheir (Institutional Assessment). In part, the items used in the survey were adopted from an ACT Advising Survey which had previously been administered. They were supplemented with additional questions. The survey was pilot-tested, then finalized for administration during Spring, 1999. A copy of the survey can be found in Appendix A.

Department chairs were asked to work with their faculty to identify upper division courses offered during the spring which their majors were taking fairly close to graduation. When faculty teaching these courses agreed to participate, the surveys were sent to them for administration during class time and then returned to the Office of Institutional Assessment. To gain information on freshmen and sophomores, lower division courses in criminal justice, English, and psychology were also surveyed. Surveys were also sent to the Canyon County Campus for administration. Table 1 displays the departments which were identified through student major codes. Table 2 contains the courses where the surveys were administered. A total of 990 surveys were returned and processed. All tables can be found in Appendix B.

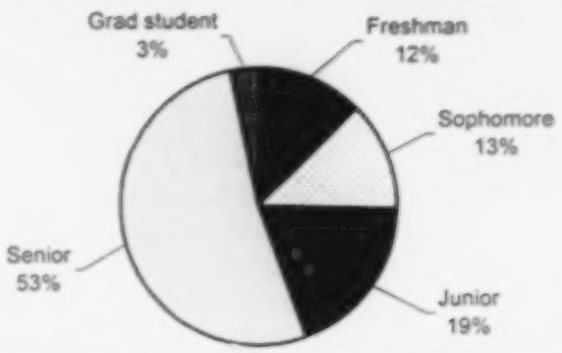
Results

Who was Surveyed?

Over 90% of the students reported that they took most of their classes on the Boise campus. As expected, over 70% were juniors or seniors (see Figure 1), a big increase from the 35% in the prior advising survey (Belcheir, 1998). Almost 40% had transferred to Boise State from another

institution. Most (76%) were enrolled for 12 or more hours during the spring term. About two-thirds had previously enrolled at Boise State for four or more semesters. (See Tables 3-7 for further details.)

Figure 1. Classification of Respondents



How often are students seeing an advisor?

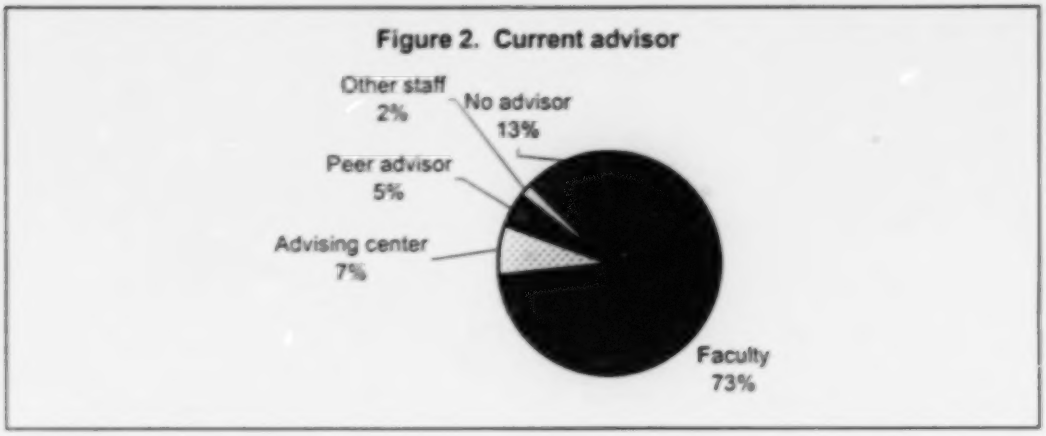
A large majority of students reported seeing their advisors on multiple occasions, with 30% reporting they had seen an advisor seven or more times. Less than 10% indicated that they had never seen an advisor. (See Table 8 for details.)

In addition, over 75% reported that they had seen an advisor either in the current semester or prior semester. Only 7% indicated they had never met with an advisor. (See Table 11)

Thus, it appears that most students are being advised regularly. Recall, however, that most respondents were juniors or seniors so they were probably better integrated into the system.

Who's doing the advising?

Unlike students completing the prior advising survey (Belcheir, 1998), more of this group was advised by faculty (see Figure 2). Over 70% of students reported faculty as their advisors compared to 46% in the prior survey. Still, 12.5% reported that they had no current advisor, down from 29% in the prior survey.



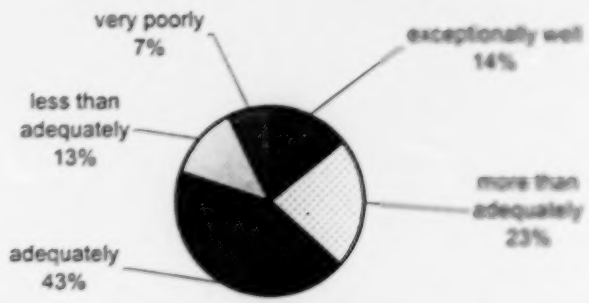
To gain better information about this group without an advisor, students were asked to indicate why they didn't have an advisor by checking a series of possible reasons. They could check as many reasons as were relevant to their situation. Students indicated that the two main reasons they didn't have an advisor was that they felt that they could do it themselves (checked by 75% of the students who didn't have an advisor) and because they had never been assigned an advisor (checked by 70% of the students who didn't have an advisor). The fact that a signature was no longer required for registration was selected as a reason by 36% of those currently without an advisor. See Table 12 for details.

What are the perceptions of the current advising system?

Both the last advising survey (Belcheir, 1998) and this survey asked students to indicate how well the current advising system met their needs. For this survey, 80% of the students felt the current system was either adequate or more than adequate (see Figure 3). On the prior survey 67% felt the system was adequate or more than adequate in meeting their advising needs. However, this difference is probably due more to who was surveyed than any actual change in the system.

Students were also asked to indicate what they thought the biggest problem was with the current system. These responses were coded into 14 categories or themes based on response content. From the analysis two major themes emerged as problems with the current system.

Figure 3. How well does current advising system meet your needs?



The first theme, mentioned in 26% of the responses, was a lack of knowledge or help when conferring with the advisor. Responses such as the following fell into this category:

- *My advisor is not informed enough, failed to inform me of all graduation requirements*
- *Lack of knowledge in (major) class requirements*
- *No real help given*
- *Generic advisers do no more than what I could have done by myself*
- *No one knows what to do, I end up running all over the place*
- *Advisors do not know enough about classes and requirements outside their own area*

A second major theme, mentioned in 20% of the responses, was the accessibility of advisors and time. When students mentioned "time," it might be time that the advisor had available to spend with them or it might be time the students had available to meet (or both). The following representative responses cover both situations:

- *Time slots vs. my schedule*
- *Office hours of advisors*
- *Instructors who are expected to be advisors as well don't have time to advise adequately*
- *Need to have more time available to spend with you*
- *The hours are very limited*
- *It's hard to schedule a time to meet*
- *They are never in their office and never return your phone calls*

Other problems mentioned with the system included disinterest in the student as a individual, the real lack of an advising "system" or the chaotic nature of the current system, and the fact that the student had no advisor and/or didn't know how to get one. Each of these groups covered 6%-8% of the total. Thus, while they were issues, they were not as prominent as the issues of lack of knowledge or accessibility of advising. A breakdown of the number of responses by category can be found in Table 16.

The full text of the comments to this question is in Appendix C. The responses are divided by student classification. No striking differences by class in the kinds of problems sited were found, but freshmen were more likely to say they lacked an advisor compared to seniors, which would be expected.

How do Students Perceive Advisors?

At the end of the survey, students were asked to rate their current advisor on a variety of items that characterize good advising in general. These 19 items and the percentage selecting each response can be found in Table 13.

Based on mean responses to the items, it appears that students were most satisfied with the adviser as an individual and least happy with the information they obtained from an advising session. The top five items that students most agreed with were:

- Is approachable and easy to talk to (79.5% agree, 6.9% disagree)
- Is on time for appointments (81.0% agree, 4.0% disagree)
- Knows who I am (78.6% agree, 12.1% disagree)
- Is a good listener (81.1% agree, 5.0% disagree)
- Checks to make sure we understand each other (71.1% agree, 5.6% disagree)

The items with the lowest agreement ratings were:

- Helps me explore careers in my field of interest (52.0% agree, 16.6% disagree)

- Is knowledgeable about courses outside my major area of study (54.3% agree, 12.9% disagree)
- Keeps me up to date on changes in academic requirements (58.8% agree, 17.5% disagree)
- Is familiar with my academic background (64.1% agree, 14.7% disagree)
- Refers me to other sources where I can obtain assistance (63.6% agree, 11.9% disagree)

These results were all definitely more positive than those from the prior advising survey. However, it is still somewhat disheartening to see that only slightly more than half the students agreed that their advisors helped them with career advising or could talk to them about outside courses they might take. Interestingly, over 30% of the responses to these two items were "neutral." Perhaps students weren't sure their advisors should need to talk about careers or other courses. Perhaps they felt it was the student's responsibility to initiate discussions covering these topics, and not having done so, gave a "neutral" response. Whatever the case, career advising as part of the academic advising session still is occurring for only half the students surveyed, most of whom are juniors or seniors.

Where do differences in satisfaction with advising occur?

There are any number of possible reasons why some students are more satisfied with their advising experience than others are. In this study, transfer status, full- vs. part-time enrollment, class, campus location, and type of advisor were used to look for differences in satisfaction as expressed in two ways. One way was through responses to the question, "How well is the current advising system meeting your needs?" A second way was to look for differences in perceptions of advisors by using the sum of the responses to the 19 questions on perceptions to advising mentioned in the prior section.

Generally, very few differences were found. Only type of advisor showed differences on both measures with faculty receiving the highest ratings compared to the other groups. There was a tendency for students taking most of their courses off the main campus to see the current advising system as less capable of meeting their advising needs, but the difference was not quite statistically significant and did not appear as significant in the sum of advisor perception items.

Summary and Conclusions

The purpose of this study was to provide a university-wide look a survey of advising that was used primarily to provide departments with feedback on the perceptions of their advising programs. The target group focused mainly on students close to graduation and thus the results were based primarily on seniors (53% of the respondents). This is very different from the prior study of advising which was based on a random sample of undergraduate classes and thus included mainly freshmen and sophomores.

Most students in this study had an advisor (only 7-13% did not, based upon how the question was asked). Most students also met with their advisors regularly; 75% indicated they had met with them in the current academic year. Students who didn't have an advisor were most likely to indicate that their reasons were that they could advise themselves and/or they had never been assigned an advisor.

A strong majority (80%) felt that the current advising system was meeting their needs. When asked about what the biggest problem was with the current system, students were most likely to cite lack of help or knowledge when conferring with an advisor. The problem mentioned in second place was a lack of time or accessibility for advising. From the responses, it appeared that the lack could be either due to the advisor's availability or the student's schedule.

In this study, almost three-fourths of the students were advised by faculty, and students who had faculty advisors were happiest with their advising. In general, students thought their advisors were approachable, good listeners, and knew who they were. However, only slightly more than half thought their advisors helped them explore careers in their field or were knowledgeable about courses outside their major.

These findings indicate that students who have been at the university longer are happier with the advising situation. If training of advisors were to occur, it should probably focus mainly on information-giving and less on skills development. Systems issues which may require a university-wide study include making sure students know that they have an advisor and getting

the student and the advisor together. This later issue is exacerbated by the lack of both student and faculty time for advising. Underlying this perceived lack of time may be a more general lack of value placed upon advising by both groups, since the more highly valued activities are more likely to get done.

Appendix A

41783

Student Advising Survey
Spring, 1999

Directions: You may complete the questions using either pen or pencil. Use the sheet with major codes to complete the items asking for first and second major. Return to the Office of Institutional Assessment, B-319.

SSN ☐☐☐ - ☐☐ - ☐☐☐☐ Course where this survey was completed ☐☐☐☐☐

First Major ☐☐☐☐ Second Major (if applicable) ☐☐☐☐

1. Where do you take most of your courses?
   - ○ On the Boise Campus
   - ○ Off Campus

   Did you transfer to BSU? ○ Yes ○ No

2. What is your classification?
   - ○ Freshman (0-25 credits)
   - ○ Sophomore (26-57 credits)
   - ○ Junior (58-89 credits)
   - ○ Senior (90 or more credits)
   - ○ Graduate

3. How many semesters have you enrolled at BSU prior to this one? ☐☐

4. How many credits are you taking this term? ☐☐

5. How many times have you seen an advisor since enrolling at BSU? ☐☐

6. How well does the academic advising system meet your needs?
   - ○ Exceptionally well
   - ○ More than adequately
   - ○ Adequately
   - ○ Less than adequately
   - ○ Very poorly

What is the biggest problem with the present advising system? _____

7. Which of the following best describes your current advisor:
   - ○ Faculty Member
   - ○ Advising center staff
   - ○ Peer advisor in department (student)
   - ○ Other college staff member
   - ○ I do not have an advisor

8. If you do not have an advisor, why not? (check all that apply)
   - ○ I can do it by myself
   - ○ No time to meet with an advisor
   - ○ Not seeking a degree at BSU
   - ○ Signature no longer required for registration
   - ○ Never assigned an advisor
   - ○ Don't know how to get an advisor
   - ○ Other

9. When was the last time you met with an advisor?
   - ○ This semester (spring 1999)
   - ○ Last semester (fall 1998)
   - ○ Last academic year (1997-98)
   - ○ Prior to last year
   - ○ Never

Please continue to page 2

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If you do not have an advisor, stop responding now. Otherwise, select the one best response to the following questions. If the question is not applicable, please leave it blank.

My Advisor:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Knows who I am.	O	O	O	O	O
11. Is a good listener.	O	O	O	O	O
12. Respects my opinions and feelings.	O	O	O	O	O
13. Checks to make sure we understand each other.	O	O	O	O	O
14. Provides me with accurate information about requirements, prerequisites, etc.	O	O	O	O	O
15. Keeps me up to date on changes in academic requirements.	O	O	O	O	O
16. Refers me to other sources from which I can obtain assistance.	O	O	O	O	O
17. Encourages me to assume an active role in planning my academic program.	O	O	O	O	O
18. Encourages me to achieve my educational goals.	O	O	O	O	O
19. Helps me identify the obstacles I need to overcome to reach my academic goals.	O	O	O	O	O
20. Is on time for appointments with me.	O	O	O	O	O
21. Allows sufficient time to discuss issues or problems.	O	O	O	O	O
22. Helps me to examine my needs, interests, and values.	O	O	O	O	O
23. Is familiar with my academic background.	O	O	O	O	O
24. Helps me explore careers in my field of interest.	O	O	O	O	O
25. Is knowledgeable about courses outside my major area of study.	O	O	O	O	O
26. Is approachable and easy to talk to.	O	O	O	O	O
27. Shows concern for my personal growth and development.	O	O	O	O	O
28. Is a helpful, effective advisor whom I would recommend to other students.	O	O	O	O	O

Thank you for your assistance!

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Appendix B

Table 1. Responses by Department

DEPTNAME	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Accounting	16	1.7	16	1.7
Art	33	3.5	49	5.2
Biology	32	3.4	81	8.5
Chemistry	5	0.5	86	9.1
Civil Engineering	19	2.0	105	11.1
Communication	13	1.4	118	12.4
Comp Info Sys & Production Mgmt	14	1.5	132	13.9
Construction Management	3	0.3	135	14.2
Criminal Justice	60	6.3	195	20.6
Economics	14	1.5	209	22.0
Electrical Engineering	27	2.8	236	24.9
English	30	3.2	266	28.1
Geosciences	23	2.4	289	30.5
Health Studies	8	0.8	297	31.3
History	5	0.5	302	31.9
Kinesiology	41	4.3	343	36.2
Management	13	1.4	356	37.6
Marketing & Finance	47	5.0	403	42.5
Mathematics	20	2.1	423	44.6
Mechanical Engineering	34	3.6	457	48.2
Modern Languages	10	1.1	467	49.3
Music	3	0.3	470	49.6
Nursing	106	11.2	576	60.8
Philosophy	7	0.7	583	61.5
Physics	3	0.3	586	61.8
Political Science	84	8.9	670	70.7
Psychology	53	5.6	723	76.3
Radiologic Sciences	43	4.5	766	80.8
Sociology	4	0.4	770	81.2
Teacher Education	54	5.7	824	86.9
Theatre Arts	12	1.3	836	88.2
Vo Tech Business Programs	38	4.0	874	92.2
Vo Tech Health & Services	41	4.3	915	96.5
Vo Tech Industrial Technology	33	3.5	948	100.0

Frequency Missing = 42

Table 2. Classes where students were surveyed

COURSENO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AR488	12	1.2	12	1.2
AR497	7	0.7	19	2.0
AR498	7	0.7	26	2.7
B499	27	2.8	53	5.5
C498	5	0.5	58	6.0
CC172	6	0.6	64	6.6
CC202	5	0.5	69	7.2
CM421	5	0.5	74	7.7
CM498	7	0.7	81	8.4
CR101	39	4.0	120	12.5
CR201	7	0.7	127	13.2
CR498	27	2.8	154	16.0
CS451	11	1.1	165	17.1
CS498	7	0.7	172	17.9
CT260	9	0.9	181	18.8
CX354	2	0.2	183	19.0
CX397	7	0.7	190	19.7
CX450	5	0.5	195	20.2
CX480	4	0.4	199	20.7
DA152	20	2.1	219	22.7
DT202	15	1.6	234	24.3
E101	37	3.8	271	28.1
E102	32	3.3	303	31.5
E301	16	1.7	319	33.1
E403	16	1.7	335	34.8
EC422	14	1.5	349	36.2
EE370	22	2.3	371	38.5
ET241	6	0.6	377	39.1
G0314	9	0.9	386	40.1
G0323	13	1.3	399	41.4
H0257	9	0.9	408	42.4
MK415	22	2.3	430	44.7
MK418	16	1.7	446	46.3
ML402	4	0.4	450	46.7
MM212	13	1.3	463	48.1
MX280	13	1.3	476	49.4
MX380	12	1.2	488	50.7
MX440	5	0.5	493	51.2
MX480	4	0.4	497	51.6
NA202	46	4.8	543	56.4
NU392	28	2.9	571	59.3
NU438	25	2.6	596	61.9
OT253	6	0.6	602	62.5
OT285	15	1.6	617	64.1
P120	54	5.6	671	69.7
P405	3	0.3	674	70.0
PE309	6	0.6	680	70.6
PE401	28	2.9	708	73.5
PE457	10	1.0	718	74.6
PH382	3	0.3	721	74.9
P0312	19	2.0	740	76.8

Table 2. Classes where students were surveyed (cont.)

COURSENO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PO398	49	5.1	789	81.9
PO497	15	1.6	804	83.5
PR345	36	3.7	840	87.2
PY307	7	0.7	847	88.0
RD230	13	1.3	860	89.3
RD340	11	1.1	871	90.4
RD400	6	0.6	877	91.1
RD462	1	0.1	878	91.2
RD497	5	0.5	883	91.7
S304	20	2.1	903	93.8
TA422	9	0.9	912	94.7
TA445	6	0.6	918	95.3
TE406	45	4.7	963	100.0

Frequency Missing = 27

Table 3. Where do you take most of your courses

Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
On Boise campus	901	92.7	901	92.7
Off campus	71	7.3	972	100.0

Frequency Missing = 18

Table 4. Classification

Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Freshman	115	12.4	115	12.4
Sophomore	120	12.9	235	25.3
Junior	178	19.1	413	44.4
Senior	486	52.3	899	96.7
Graduate	31	3.3	930	100.0

Frequency Missing = 60

Table 5. Did you transfer to BSU?

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
yes	335	39.2	335	39.2
no	519	60.8	854	100.0

Frequency Missing = 136

Table 6. Number of prior semesters of enrollment

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-1	160	16.5	160	16.5
2-3	169	17.5	329	34.0
4-5	206	21.3	535	55.3
6-7	171	17.7	706	72.9
8-9	128	13.2	834	86.2
10 or more	134	13.8	968	100.0

Frequency Missing = 22

Table 7. Number of credits this term

Q4_A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-8	136	13.8	136	13.8
9-11	103	10.5	239	24.3
12 or more	745	75.7	984	100.0

Frequency Missing = 6

Table 8. How many times have you seen an advisor

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	84	8.8	84	8.8
1-2	224	23.5	308	32.4
3-4	192	20.2	500	52.5
5-6	168	17.6	668	70.2
7 or more	284	29.8	952	100.0

Frequency Missing = 38

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Table 9. How well does advising system meet needs

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Exceptionally well	131	14.1	131	14.1
More than adequately	210	22.7	341	36.8
Adequately	400	43.1	741	79.9
Less than adequately	119	12.8	860	92.8
Very poorly	67	7.2	927	100.0

Frequency Missing = 63

Table 10. Current advisor

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Faculty	692	73.4	692	73.4
Advising center staff	67	7.1	759	80.5
Dept peer advisor	47	5.0	806	85.5
Other staff	19	2.0	825	87.5
No advisor	118	12.5	943	100.0

Frequency Missing = 47

Table 11. Last time you met with an advisor

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
This semester	409	42.0	409	42.0
Last semester	334	34.3	743	76.4
Last year	91	9.4	834	85.7
Prior to last year	71	7.3	905	93.0
Never	68	7.0	973	100.0

Frequency Missing = 17

Table 12. Reasons for Not Having an Advisor

Reason:	Frequency	Percent[1]
I can do it by myself	88	74.6
Never assigned an advisor	82	69.5
Don't know how to get an advisor	49	41.5
No time to meet with an advisor	44	37.3
Signature no longer required for registration	42	35.6
Not seeking a degree at BSU	9	7.6
Other	44	37.3

Table 13. Perceptions of Advisor

My advisor:	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Knows who I am	839	59.1	19.5	9.3	6.0	6.1
Is a good listener	826	44.3	36.8	13.9	3.4	1.6
Respects my opinions and feelings	808	42.2	36.4	17.3	2.7	1.4
Checks to make sure we understand each other	814	37.1	34.0	23.3	4.2	1.4
Provides me with accurate information	809	38.9	25.5	15.6	7.3	2.7
Keeps me up to date on changes in academic requirements	813	27.1	21.7	23.7	13.3	4.2
Refers me to other sources where I can obtain assistance	813	31.1	32.5	24.5	8.6	3.3
Encourages me to assume active role in planning my program	812	40.1	23.5	18.7	4.9	2.7
Encourages me to achieve my educational goals	816	42.4	21.7	23.0	3.8	2.3
Helps me identify obstacles I need to overcome	812	34.1	30.9	25.6	6.7	2.7
Is on time for appointments with me	809	45.0	26.0	15.1	2.6	1.4
Allows sufficient time to discuss issues or problems	811	42.2	32.7	19.1	3.7	2.3
Helps me examine my needs, interests, and values	810	31.5	33.1	26.0	7.0	2.3
Is familiar with my academic background	814	32.9	31.2	21.1	10.4	4.3
Helps me explore careers in my field of interest	804	27.2	24.8	31.5	12.2	4.4
Is knowledgeable about courses outside my major area of study	802	24.1	30.2	32.8	9.2	3.7
Is approachable and easy to talk to	817	50.9	28.6	13.6	5.3	1.6
Shows concern for my personal growth and development	814	37.0	28.1	26.0	6.3	2.6
Is helpful, effective advisor whom I would recommend to other students	809	43.6	27.3	19.8	5.8	3.5

[1] Percentage calculated based on the 118 students who indicated they currently didn't have an advisor.

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Table 14. Campus Location by Satisfaction with Advising System

Q1(Where do you take most of your courses)
Q6(How well does advising system meet needs)

Frequency Percent Row Pct	Exceptionally well	More than adequately	Adequately	Less than adequately	Very poorly	Total
On Boise campus	127 13.93 *14.77*	186 21.71 *23.02*	367 40.24 *42.67*	107 11.73 *12.44*	61 6.69 *7.09*	860 94.30
Off campus	3 0.33 *5.77*	7 0.77 *13.46*	26 2.85 *50.00*	11 1.21 *21.15*	5 0.55 *9.62*	52 5.70
Total	130 14.25	205 22.48	393 43.09	118 12.94	66 7.24	912 100.00

Frequency Missing = 76

STATISTICS FOR TABLE OF Q1 BY Q6

Statistic	DF	Value	Prob
Chi-Square	4	8.690	0.069
Likelihood Ratio Chi-Square	4	9.279	0.054
Mantel-Haenszel Chi-Square	1	7.218	0.007
Phi Coefficient		0.098	
Contingency Coefficient		0.097	
Cramer's V		0.098	

Effective Sample Size = 912
Frequency Missing = 76

Table 15. Type of Advisor By Satisfaction with Advising System

Q7(Current advisor) Q6(How well does advising system meet needs)

Frequency Percent Row Pct	Exceptionally well	More than adequately	Adequately	Less than adequately	Very poorly	Total
Faculty	118 13.50 *17.61*	176 20.14 *26.27*	278 31.81 *41.49*	66 7.55 *9.85*	32 3.66 *4.78*	670 76.66
Advising center staff	4 0.46 *6.25*	13 1.49 *20.31*	35 4.00 *54.69*	9 1.03 *14.06*	3 0.34 *4.69*	64 7.32
Dept peer advisor	3 0.34 *6.52*	8 0.92 *17.39*	24 2.75 *52.17*	7 0.80 *15.22*	4 0.46 *8.70*	46 5.26
No advisor	2 0.23 *2.13*	4 0.46 *4.26*	40 4.58 *42.55*	26 2.97 *27.66*	22 2.52 *23.40*	94 10.76
Total	127 14.53	201 23.00	377 43.14	108 12.36	61 6.98	874 100.00

Frequency Missing = 116

STATISTICS FOR TABLE OF Q7 BY Q6

Statistic	DF	Value	Prob
Chi-Square	12	104.306	0.001
Likelihood Ratio Chi-Square	12	100.378	0.001
Mantel-Haenszel Chi-Square	1	66.440	0.001
Phi Coefficient		0.345	
Contingency Coefficient		0.327	
Cramer's V		0.199	

Effective Sample Size = 874
Frequency Missing = 116

Table 18. Responses to the Question 'What is the biggest problem with the present advising system?'

Problem Area:	No. of comments	% of Total
Lack of knowledge/help	146	26
Accessibility/Time	117	20
Impersonal advising/ lack of interest	46	8
No system / chaotic system	39	7
No advisor/ Don't know how to get advisor	37	6
Other comments	34	6
Required signatures	19	3
Courses and registration	13	2
Peer advisors	9	2
Lower division advising	8	1
Don't want an advisor	7	1
Transfer	6	1
Everything is OK	79	14
N/A	12	2
Total	572	100

Appendix C

Appendix C: Spring 1999 Advising Survey

Responses to the question:
"What is the biggest problem with the present advising system?"

Classification: Unknown

- Clarity - what classes I need to graduate - when these classes are offered
- Need more dental school information, test, and appl. information
- None
- I believe I was ill advised during my freshman and sophomore year, then I changed advisors and my needs have been met exceptionally well.
- My advisor is working on project access and is difficult to see
- Now that he is working on project access he is more difficult to see
- senior students have a better understanding of the system
- They have told me to take classes that I do not need to graduate. I have even been advised not to take a class in turn delays my graduation because the class is only offered once a year.
- N/A
- Music e. advisors are awful
- NO time
- nobody knows my need as well as me
- Initial advising before starting college course was confusing. The courses need to be explained in English
- I am on the study away program from MO so I don't have an advisor here.
- I have never met an advisor - I just changed to philosophy summer 98
- My advisor is not informed enough, failed to inform me of all graduation requirements
- No updates
- There aren't enough David's to go around
- scheduling times
- No personal contact with advisor, I don't know them and they don't know me
- Nothing - there when I need them
- Haven't been

Classification: Freshman

- Available time for work professionals
- unknowledgeable advisors
- some of us are dummies we need outlines and check off lists
- not real interested in assisting me
- I don't know how anyone finds an advisor or the system for choosing them
- not enough of them
- never had one
- takes to long
- Not very much advice
- Not very personable or friendly. Don't know who my advisor is.
- N/A
- I don't know how to get an advisor
- Never notified regarding re-enrollment
- I had no help from the adviser
- Do not have an advisor that I've been able to determine
- I don't have one
- Hard to get to an advisor in art
- they are never in their office and never return your phone calls

- Lack of knowledge in (major) class requirements
- They do not adequately advise me, not concerned or informed
- No real help given
- I was admitted with signature into M125 and dropped without even knowing for 3 months when I went to drop the course
- I don't know
- nothing
- I don't have one
- Not enough time with students
- had no problem
- N/A
- I want to pick my own classes
- to find time for it
- not enough advisors - busy
- unaware there was an advising system
- Some advisors don't seem to care
- you can never schedule a convenient time
- n/a
- During the time advisors are scheduled to be in they are also supposed to be in meetings. Interruptions by people offering food. Being told this what you want instead of listening to your concerns
- no extensive advice
- availability - no Fridays
- Freshmen aren't very aware that it is available
- Times available are rare.
- I was never assigned an advisor
- None
- Not the same person each time
- Mine is great
- They suggest unnecessary courses
- finding time to meet
- Not enough advice
- Lack of knowledge about who is ones advisor, or how to get an advisor
- na/have not seen an advisor
- None I can think of
- support for prior learning
- I can never get a hold of them
- I didn't have any problems
- None, I'm going to a different college
- Hard to get a hold of
- Nothing
- The costs

Classification: Sophomore

- some advisors don't what to take the time to advise
- I feel like a statistic, also rushed through every session
- never used it so I don't know
- who is my advisor
- Availability
- Insufficient information, advisors don't have time.
- after 2 years of schooling here I still had no idea who my advisor was so I met with a friends advisor because I still don't have one.
- they don't know what they are talking about

- None
- N/A
- My department won't let me have an advisor
- disorganized
- What advising system
- No one I've been appointed to seems to care. I found my own. He's great!
- I don't know who my advisor is
- lack of enthusiasm
- You must see one to enroll
- Disunity among advisors
- difficult to see advisors (timewise)
- None
- Unaware in beginning that nursing advising was available
- Availability
- Not explaining things as well
- Getting the same advisor for Questions
- None
- Advisors who are knowledgeable about requirements
- don't know all information
- Generic advisors do no more than what I could have done by myself
- The advisors for people without majors are seldom helpful, I have been given poor advice and invalid schedules on more than on occasion
- Sometimes the advisors aren't available
- Too many student peer advisors, not enough others
- Not enough one on one time
- TIME
- Don't see any
- It would be nice to be assigned to a faculty member.
- everybody seems to have a different version of thought when it comes to policies for transferring credits It is amazing
- None
- need better knowledge about what exactly is required
- Not familiar with all courses
- never available
- you have to make appointment - no time
- no problem
- None
- None
- Flexibility
- The advising during admission was very poor
- None that I have noted
- None, I have an excellent advisor
- None
- None
- Does not have materials necessary to advise, i.e., current catalogs
- lack of consideration for persons falling behind
- Too fast
- N/A
- N/A
- Not getting in the classes I need
- None
- They can only offer required classes at certain times of the year
- No real big problem

- NONE
- Classes at certain times
- The only advisor I have seen since I have been here is a faculty member. He has been exceedingly helpful. I never approached him for any assistance in my future classes except credit issues.
- When I first heard about the CNST program I tried to get some information from ____ and he was not helpful at all. Needless to say I didn't see him anymore.
- No introduction
- None. Always available

Classification: Junior

- Accessibility
- Difficult to get upper division advisor because you have to ask a specific professor, no assignments
- Lack of knowledge in the advising office
- Give out wrong choices for class
- not enough personal attention
- Advisors don't know what they're doing. I will graduate late because advisor sent me in the wrong direction
- I was shuffled to a different person as advisor twice - back and forth between two professors.
- I have no problems with the present system
- N/A
- Faculty to busy with other things such as classes, workshops, etc
- appointments
- difference in requirement information between department and university, cannot rely on requirements in University catalog
- where is the advising system
- Not enough communication or directions
- Lack of knowledge and availability
- unneeded courses
- Many students don't know where to go
- My appointed advisor didn't advise so I go to a faculty member who does. Only a couple good advisor's. It's hard to get an appointment.
- I have no idea
- inconsistent information
- Advisors tell you nothing that you don't already know.
- One person doesn't know everything, I end up going from one to another
- I'm not aware of any advising program
- my assigned advisor does not return my calls - impossible to meet with him, he is unwilling to help
- I changed my advisor spring 1999 - based on previous
- No one is sure "who" to go to and no one person is assigned to a "major". If someone was in charge of each major at least there would be someone to contact first.
- don't know who to contact
- lack of information on careers - specializing in Geology
- whether or not we need a signature or not
- It is not necessary
- not being able to choose your own advisor
- I can't really think of anything
- It's good
- Hard to find
- Advisors not readily available
- It's hard to schedule at time to meet
- They weren't there entirely when I needed them
- Stephanie is the only IB advisor and her time fills up quickly

- There is no advisor assigned for marketing majors
- When you are a freshman they do not advise you to sign up for enough credits to graduate in 4 years
- classes full
- lack of current requirement knowledge
- the advisor didn't tell me anything useful
- It's only purpose is to try and clarify the crappy registration system
- it's fine
- The student advisors available for part-time students
- Students are pushed to take more credits than they are comfortable with (in my case)
- Finding a good time
- No problems
- they rush me through and brushed off my concerns
- misinformation/conflicting information
- I feel that the advisors aren't always looking at what loads and real time adequately
- Switching advisors
- I don't have a significant problem with the advising system as it stands now.
- The classes I need aren't offered regularly, so my advisor has a hard time helping me setup a long term schedule
- The knowledge of the advisor is low
- lack of knowledge from advisor
- Knowledge level of advisors
- The communication between TE and PO
- I am unsure which person I need to talk to. When I spoke with advisor before registering I just talked to one of my instructors. I have never been assigned an advisor
- Vagueness
- time
- Half the time I don't know who my advisor is.
- Advising for undeclared majors
- Noting. My advisor is very good!
- N/A
- None
- Need to have more time available to spend with you - possibly more advisors provided who knows what they're talking about
- Waiting for an appointment
- Students don't utilize it
- The hours are very limited
- One time I felt as if I was bothering the guy, so since then I haven't had a good view of him
- advisor having time when I do
- getting a time and remembering it
- I have received a tremendous amount of assistance regarding challenging colleges and my requirements for graduation
- some advisors are not as knowledgeable as they should be and steer students in wrong direction
- none
- getting a clear picture of what needs to be done to graduate
- professors do not have the time to advise
- availability
- When explaining class requirements, put it in a level that new students can understand
- I had no problem with the advising I received
- Poor communication/misinformation
- None
- None
- Rushing you in and out not caring if they are telling you to take classes you will probably never need, listening materials

- Nothing
- None

Classification: Senior

- To many students per advisor so not enough time per student
- not enough time
- time availability of advisor
- I had a different advisor every semester until last yr. It was always faculty or students who I didn't know, or who didn't have a clue who I was. If given an opportunity I would choose another advisor
- Lack of interest in a student's future beyond graduation
- Never assigned one. Too many students, not enough teachers, plus they don't have enough time to help you.
- Not personal hard to get advisor
- Advisors for accounting majors should be assigned
- advising times/hours
- there are too many loops to jump through
- all instructors are so busy, I hate to take their time. I feel advisors should do nothing but advise students on a full time basis as part of admin staff
- it is no longer required
- I have no idea
- consistent information regarding coursework that would prepare me for graduate work
- lack of activity
- teachers who care
- no one knows what to do, I end up running all over the place
- advisor has little time and doesn't know enough to help
- instructors who are expected to be advisors as well don't have time to advise adequately
- Faculty doesn't have time to deal w/30-50 students a piece
- since part time and change in staff I've had no real set advisor
- not enough time
- faculty in the same department don't have the same answers for the same questions
- too many students per advisor
- I feel it is fine
- they don't have time to look at all the best options - no time to take personal situations into consideration
- Informal, not very personalized
- for those that aren't able to figure things out its confusing
- having to see more than one person to get all approvals and then going to the office to register
- not required
- availability of advisors and impersonal advice when I declared biology as a major, I was assigned an advisor, I didn't know and who said "schedule looks good" and sent me on my way
- Nothing
- It is mandatory, should be encouraged but optional
- scheduling conflicts
- Not required anymore
- MORE NUTS & BOLTS
- my own schedule
- Pre-health studies do not have enough advisors for the students
- I should have taken more initiative in setting up appointments, and then advising would have been more helpful
- need more specific guidance for emphasis in certain areas in the early years
- None
- no body knew exactly what needed to be done total confusion
- for dental students - not enough information about schools - programs - tests

- I had to change advisors 3 times before I found one who would talk to me.
- Advisors do not know enough about classes and requirements outside their own area
- No real push to see an advisor
- Not always available
- None
- None
- a certain advisor is ignorant not my current advisor
- lack of knowledge of student's academic history
- I ask communication department faculty that are available sometimes their help is questionable so I seen help from elsewhere. I keep asking until I get answers I understand.
- lack of interest and concern
- Appointments
- Catalog is confusing to understand
- Limited office hours for advisors, hard to get in to see
- I couldn't get adequate advice on classes. There is no real advisory program in my dept. When I tried to meet w my advisor about degree requirements, she referred me to fresh/soph advisor downstairs
- They don't help[plan for future classes mostly advising center has me take 2 wrong classes.
- Sometimes advisors are not informed enough
- Lack of system knowledge - How BSU works - it's a MESS!
- Professors/advisors don't know how to advise
- with most departments the advisors don't have a personal relationship with their advisees
- too much work to just pick classes
- they need to be informed on how to __?__ our future classes
- not enough direction when I first began taking classes
- having faculty advisors
- lack of guidance and suggestions
- I haven't been in 2 years
- none - transfer student with courses determined prior to enrolling
- needing signatures for everything
- None
- I've never had any problems
- my advisor gives invaluable advice
- Instructors don't have time for advising too
- No longer required/no faculty members for underclassman
- You go to the assigned faculty member to ask advise, and they send you to the peer advisor. As a senior you do not like competing with the other levels when you have graduation concerns
- uninformed advisors, unless you ask the proper questions, they don't tell you what you need to know to graduate. Ex, when courses are offered, courses you should take for grad. school, etc.
- they don't explain what you need and don't ___?___ clearly enough
- Lack of knowledge and availability
- Advising is proportional to class standing. As grade level, so does the quality of advising
- The general advisors my first two years were not nearly as helpful.
- Advisor availability, personalities, helpfulness
- Office hours of advisors
- My advisor left the school
- courses change too quickly, requirements change too quickly. Advisors have a hard time keeping up to date. Advisors don't understand exactly what courses contain.
- Engineers are required to be advised by our department where no one else is. I think everyone should
- all students should get to pick their own advisor
- none
- None
- not knowing the core requirements i.e., CS113, CS117, CS125, CS
- not consistent

- not enough information
- Not enough help
- Inaction of advisors - program changes have been many & difficult to understand. Requirements and course #'s have changed again and again. Actual grad requirements have changed & are often unclear
- none
- No problem
- Lack of advisory staff interest and knowledge
- time to meet with advisor
- when I re-enrolled, after a first degree, I wasn't reassigned a new advisor
- finding time open with me and my advisor
- No interest
- There isn't actually any advising being done
- Help is hard to come by
- Lack of motivation by advisor
- I wouldn't know. I've never used it.
- lack of training for advisors
- they don't know what is going on.
- interdepartmental communication
- Lack of more good advisors
- Lack of specialized paths in undergrad geology
- lack of communication to transfer students
- I switch around alot. (Is this a problem)
- NONE
- Beginning students should have personalized advisors not group advising
- NSE coordinator
- Everyone tells you something different. Advisors don't know transfer rules & exceptions. Advisors are limited in helping students get required courses in timely fashion because classes are so limited
- No need for advisors signature
- advisors being in their office when their hours say they will be
- Availability of an advisor
- Your not required. If it had started not required I would have never made it.
- Many advisors (not mine) don't know the requirements and are incapable of helping students understand transfer credits
- Don't know who your advisor is in your department especially if your an athlete
- I've only had one advisor
- Advisors not knowing what they are doing
- We are not required to see an advisor to register
- Not enough advice on graduation requirements
- Some advisors don't seem to care
- Getting enough quality advisors
- Materials being accurate
- None
- Time slots vs. my schedule
- The IB advising system is outstanding
- It does not help to take the correct classes
- It was mandatory- then not- no consistency
- Flexibility, course knowledge
- Advisors do not communicate with registration
- Time constraints
- Matching goals with requirements
- If you don't like your advisor
- Not required, no advisor assigned

- Not organized - you are not assigned one - you pick one - some faculty members are overloaded with students
- Not enough direction in completing required courses
- Lack of information knowledge
- I get better advice from other students who have previously taken the courses
- I chose Kirk Smith as my advisor as opposed to going to the one in which I was assigned
- Time available for advising
- Nobody knows what's going on, confusion
- Schedules (time of availability)
- Advisor has no real authority towards graduation
- As a transfer student, I am still unclear on what applied to my degree. I would like information on what I need to take so I can predict my graduation date.
- Not all professors are well informed about enrollment/graduation specifics
- Advising times
- Appointment times
- Scheduling
- The professors who advise don't always know the exact requirements
- None
- Some advisors don't seem to want to "make time" to talk
- It is not very structured
- They pass the buck and avoid respecting the student as humans
- Set up to help matriculated students
- Imporiant (i.e., class changes) information takes too long to student
- I have good advisors, but I have heard some are very bad
- I never go see one
- Time
- I was never assigned an advisor, so I didn't ever see the need to find one. When I do need advising now, though, there isn't anyone I feel like talking to.
- Not having the best advisor for you early on in your academic career
- There really is not an advising system
- advisors making mistakes
- Not really necessary to me
- My first gen. advisor had me do what classes I needed to be in for my major
- Advisors not familiar with all classes and policies
- lack of information provided to the advisors
- not having a clear understanding on depth area course
- Not enough sections offered for schedule flexibility
- Correspondence with registrar's office
- All the signature crap
- None
- Availability (confidence that advising is correct)
- most of the time I have to tell him what to do
- sometimes the student has to find their own advisor
- I haven't had problems
- No advising done - read the book
- Advisors in the music department aren't aware of requirements in the education department
- I work full time - so making time to meet the advisor during work hours
- not accepting transfer courses (not helping to get them accepted)
- N/A
- N/A
- Now that I have a personal advisor through the program I have no problems
- finding an advisor
- my advisor showed a huge knowledge deficit regarding classes needed to achieve my BSN

- Different advisors give conflicting data
- Inadequate information by advisors
- Hours they are available, per the number of students that they have to see
- none
- Have difficulty finding times where both student and advisor can meet
- I don't feel my advisor is approachable
- Advising process before being accepted into the program
- None
- too many student/too few advisors
- Sometimes the pre-requisites to nursing were not clearly presented
- registering for classes
- I currently have no problem with the advising system
- finding enough good advisors
- Nothing
- No problem
- It doesn't exist
- some advisors have no motivation, mine did.
- There really isn't one, my problem has been the differences between advisors and registrar, they aren't ever on the same page
- nobody knows what is going on
- people with double majors must seek advice from two departments neither department knows specific double major requirements
- No structure
- Lack of friendly, knowledgeable advisors
- do not need advice
- doesn't do much to encourage ongoing interaction between student and advisor
- Waste Of Time
- Advisors not always aware of change in system
- Now that advising isn't required some professors see it as a waste of time. They don't seem to want to do it. (I am glad that it's not required though)
- No major problems
- That it needs to start the second one starts to the last semester one is here. I was here 3 years before I was assigned an advisor who actually paid attention to me.
- No true major tracking requirements of courses
- Availability
- Not enough Freshman and Sophomore people get good concerned advisors
- College of Education advising system
- It isn't proactive
- Nothing
- Unqualified personnel
- If enrolled in two different areas
- lack of knowledge on school graduation requirements
- not one central location to get information
- They are not all like Dr. Alm
- Waste of time
- Some advisors stink (but not my current one, he's great)
- Complications with my schedule
- Set your own appointments - limited spaces
- I'm not sure they know any better than I as to what I need to graduate
- Didn't know there was a program
- Advisors not well informed, in too much hurry to be caring
- Not required to go anymore
- Advisors being keyed in to your academic needs

- No cross major counseling for minors, etc.
- lack of information
- None
- I haven't had any problems
- the "right" answers are hard to come by
- lack of knowledge about other college/campus course and regulations outside my major area
- none
- the advisors need to know as much as the department chair
- consistent advice
- scheduling times
- remembering to get signature
- nothing
- I haven't had any problems
- None for me
- getting an appointment with an advisor
- time conflicts
- none
- in the radiology department the advising is excellent
- I am a NSE student - I don't really have an advisor just the NSE coordinator.
- Lack of advisors' updated knowledge - catalogs change but advisors are not aware of what applies to who
- Don't feel student counselors are qualified
- Availability
- Not very personalized
- You often have to talk to many people to get an answer to a question and then you get three or four conflicting answers from different people
- No one seems to know the answer of who to talk to
- getting consistant information
- It gives misinformation. Some advisors have different understandings of requirements, procedures, etc.
- People doing the advising must have a full knowledge of the required classes
- Peer Advisor attitudes. David can't do it by himself. Hire another professional. This survey is not a fair assessment of the advising staff.
- Advisors don't look at future picture of goals to accomplish personal achievements.
- The only advisor I will see is David Smith because the student advisors have misinformed me
- The peer advising system. It is much better to work with someone that knows you.
- I would like to know more about instructors prior to choosing a class. This would help make choices. Show student responses about them. This would help weed out the bad ones.
- No one provides the same information - it is always different.
- Not enough advisors. Students should be assigned an advisor
- Only one advisor for all elementary education.
- TEAC is always too busy, not enough information about faculty advisors
- We don't actually have a personal advisor, (Dave Smith and peers) I'd rather have someone who's been through it all, not just a semester ahead of me.
- small room. If it was a bigger room more people could be met.
- I don't have any problems
- My advisor is a student! I believe I deserve a professional as an advisor - none of these comments should be a reflection on David. He works very hard but does not have adequate support.
- No one ever tells you the same thing - it's always different.
- Everybody has different information
- BSU assistants lack of knowledge regarding transfer credits
- There is only one advisor for every elementary ed. major
- Too many students under one advisor
- Not enough members

- not enough information about it
- transfer program
- no communication between departments and administration registrars
- Not required anymore
- Advisor has too many people
- He is not familiar with all requirements
- There is none, my advisor is never there, and is very hard to reach
- The advisor is also the 1st year instructor - this does not allow for proper evaluation with this form
- they don't spend the time to know our needs
- Not having the tools to advise with accurately and efficiently, i.e., catalogs/class schedules

Classification: Graduate

- Getting them to make time
- none
- most advisors know nothing about courses outside their department
- Not thorough
- Different answers from different people
- Advisor availability
- You never know there's a problem until it's too late
- Faculty members are forced to take time out and counsel. They are often irritated and eager to rush the student out without assisting them adequately
- There is not enough time and I feel the program is a bit impersonal
- too many students not enough info
- Advisors are not aware of requirements for majors
- nothing
- Lack of connection